Final Report with Evaluation Checklist for Awardees

Design Options for Home Visiting Evaluation
September 2018

About this checklist

Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program awardees are required to report on MIECHV-funded activities and submit a final report summarizing activities during the project period. For those awardees that implemented an evaluation with grant funds, a final evaluation report should be included in the final report submission. The below checklist is designed to help you ensure you are including all essential components and the right level of detail in your report prior to federal submission.

Suggestions for how to use this checklist

HRSA suggests that awardees use this checklist for formula and innovation award evaluations (including promising approaches) prior to submitting a final report. The checklist consists of six main sections:
(I) Evaluation Summary, (II) Evaluation Design, (III) Evaluation Results, (IV) Evaluation Successes and Challenges, (V) Conclusions, Implication of Findings, and Recommendations, and (VI) Plans for Dissemination of Evaluation Findings. Each main section includes several sub-sections you are required to address in the report. The bolded text in each subsection (e.g., provide a rationale for the evaluation) aligns with the evaluation report guidance in the *MIECHV Program Formula Grant Final Report Instruction and the MIECHV Program Innovation Final Report Instructions.* We have included a bulleted list of suggested questions to think about and/or information to include. The intent of these questions/information to include is to help you think of “talking points” as you write each sub-section.

Timeline for report due dates and process for submitting reports

Awardees are required to submit a final evaluation report 90 days after the end of the project period.

Key components to include in evaluation report sections

I. Evaluation Summary

Since this sub-section is an abbreviated, high-level summary of details discussed in subsequent sections, it would be most beneficial to write this section after writing the other sections. This section should include the following components:

☐ ☐	**a. Describe evaluation questions.** ▪ What are the primary aims of the evaluation? ▪ What are the primary research questions the evaluation sought to address? ▪ Are the questions specific and measurable? **b. Describe study design.** ▪ What study design was utilized to address these questions? For example, was an implementation or process evaluation used or was a matched comparison design used?
☐	**c. Describe the primary population(s) targeted in the evaluation.** ▪ Provide any contextual background about the target population served.
☐	**d. Describe major findings.** ▪ What did the evaluation show? For example, were there changes in participants' knowledge, attitudes, or behaviors? Were there changes in staff knowledge or behaviors? Were there improvements in program service delivery?
☐	**e. Identify and describe study limitations.** ▪ Are there any important study limitations to note? For example, limitations due to sample size, reliability of data, language fluency, etc.?
☐	**f. Describe the implications of evaluation findings.** ▪ Describe the implications of the evaluation findings and/or the process of carrying out evaluation activities. For example, how has this program and/or intervention impacted the community/families/individuals?
☐	**g. Lessons learned.** ▪ What are lessons learned from the evaluation findings? What are the implications of lessons learned for future work and practice and how can they be used to enhance future program effectiveness?

II. Evaluation Design

This section should provide an overview of the evaluation, rationale, and considerations for the evaluation design, and the methods used to address evaluation questions. Please note that this section is much more detailed and should be more elaborate than the discussion of the evaluation design in section 1. **Note: If the evaluation consists of multiple study components, information below should be repeated for each study component as appropriate.*

☐	**a. Specify the entities/organizations responsible for collection and reporting evaluation data.** ▪ Describe who carried out all major evaluation components. For example, which entities/organizations designed data collection materials such as surveys or interview protocols. Which entities/organizations oversaw ongoing data collection? Which individuals actually carried out data collection activities? Which entities/organizations cleaned and analyzed data? Which entities/organizations reported evaluation data?
☐	**b. Provide a rationale for the evaluation.** ▪ How and why were the evaluation topics, evaluation aims, and evaluation questions identified? How and why was the evaluation design selected? Include relevant literature if applicable.
☐	**c. Describe the intervention, adaptation, enhancement, or promising approach (if applicable).** ▪ Provide sufficient description of the intervention, phenomenon, or concepts evaluated in the study. If applicable, ensure the intervention is clearly operationalized, including sufficient detail to replicate the study. Provide enough detail to determine whether the intervention was implemented consistently across study groups. ▪ If evaluating a program adaptation, enhancement, or promising approach, provide a brief description of the new or unique components. ▪ Include relevant background information (e.g., the physical, social, and/or cultural aspects of the setting/site where data were collected) to situate the study.
☐	**d. For continuing evaluations, summarize prior evaluation findings (if applicable).** ▪ If the evaluation is a continuation of a prior evaluation, provide an update on use of prior evaluation findings. For example, how does the current evaluation build off findings established from a prior evaluation?
☐	**e. Specify program theory of change.** ▪ Describe the program's theory of change, including a visual or written description mapping program outcomes to intervention activities. Explain how the evaluation aligns with the program theory of change.
☐	**f. Specify program outcomes measured in the evaluation.** ▪ Describe the immediate, intermediate, and long-term outcomes of the evaluation.

☐	**g. Specify population(s) targeted in the evaluation.** ▪ What are the characteristics of the targeted population? For example, were first-time mothers targeted or were families with particular demographic or risk factors targeted? ▪ Why was this population targeted in the evaluation? For example, was a needs assessment conducted to identify the target population? ▪ How were target populations identified for participating in the evaluation? For example, was a screening tool used to identify evaluation participants? ▪ Provide any contextual background about the target population served.
☐	**h. Specify evaluation questions and/or hypotheses.** ▪ List all evaluation aims, evaluation questions, and any sub-questions. Ensure questions are specific and measurable. Include any hypotheses or expectations related to evaluation aims or evaluation questions. ▪ Include relevant literature, if applicable.
☐ ☐	**i. Specify evaluation design.** ▪ Identify all study designs or approaches used to answer the identified evaluation questions. If different designs or approaches were used for individual evaluation questions, be sure to describe all designs and/or approaches used. For example, a systems evaluation and quantitative approach may have been used for select evaluation questions whereas an implementation evaluation and qualitative approach may have been used to address other evaluation questions. **j. Provide rationale for design selection.** ▪ Provide a rationale for the selected evaluation design(s). For example, how is the selected evaluation design(s) particularly well suited for answering the evaluation questions? Were other evaluation designs considered and ultimately not selected due to contextual considerations or limitations? For example, program hesitation to randomized studies, interest in reducing data collection burden, etc.
☐	**k. Provide a description of timeline for evaluation activities.** ▪ Provide a timeline for all major evaluation phases and activities. For example, describe timeline for evaluation planning, Tribal oversight, IRB approval, instrument development, staff recruitment and training, administration of instruments, data collection, analysis, reporting. Timeline should be broken down by evaluation component when applicable.
☐	**l. Provide a description of assessment tools and instruments used.** ▪ Provide a list of assessment tools and instruments used to study each outcome and justification for why you chose those tools and instruments. For qualitative components, include a description of the protocol or discussion guides. ▪ Report the reliability coefficients for the instruments used. Did you choose existing instruments or did you create your own instruments? If a tool was developed, indicate steps taken to validate it.

☐ **m. Provide a description of data collection methods and schedule.**

The below exhibit provides a sample summary of data collection methods and schedule.

Exhibit 1: Example Summary of Data Collection Methods and Schedule

Data Collection Activity	Data Collection Instrument(s) Used	Respondents	Frequency of Data Collection
Home visitor surveys	Working Alliance Inventory (WAI)	10 home visitors	Annual collection of WAI
Supervisor interviews	Semi-structured interview protocol	5 supervisors	Quarterly telephone interviews

☐ **l. Specify the sample size(s) and sampling plan (if applicable).**

- Define the type of sampling you chose. For example, random, stratified, or composite.
- Describe your sampling recruitment strategy and inclusion/exclusion criteria for determining your sample.
- How did you account for sampling and measurement error? Describe any sampling bias.
- Describe your level of attrition from the sample.
- If you assessed multiple groups, include description of how baseline equivalence was established for key characteristics prior to the intervention (e.g., demographics, key outcomes) or, if inequivalence, what matching techniques were used to control for demographics and outcomes at baseline (e.g., propensity score matching, difference-in difference, case matching, kernel matching).

☐ **n. Provide estimated power to detect impacts (if applicable).**

- What were the parameters used to generate the statistics? Report alpha, N, effect size estimates, and the source of the effect size estimates.
- Provide a justification that your sample size is adequate and include results for a power analysis if applicable.

☐	**o. Describe analytic methods or analysis plan clearly.** ▪ Report any missing data information (e.g., type of missing data). If applicable, note analytic approach for addressing missing data (such as regression imputation, maximum likelihood, non-response weights). Quantitative: ▪ How did you establish the validity and reliability of your methods/results? (for example, use of standardized instruments, description of statistical methods used). ▪ Provide statistical significance and/or effect sizes for each result. ▪ Note confounding factors and efforts to control for them. Qualitative: ▪ What strategies did you use to establish the trustworthiness/credibility of the findings and minimize bias? For example, establishing inter-rater reliability, including rich and thick verbatim descriptions of participants' accounts, accounting for personal biases, using data triangulation, employing member checks (e.g., inviting participants' feedback on coding themes and analysis), using audio/visual recordings, field notes, transcription records reviewed for accuracy, anonymization.
☐	**p. Describe monetary costs of evaluation.** ▪ Monetary costs included should be just those related to the evaluation. Also, these costs should include salary and benefits for program and home visiting staff, funds for external evaluators, cost of relevant data collection, travel, communication tools, printing, supplies, equipment, etc. The below exhibit provides you with an example of how to summarize your monetary costs of evaluation.

Exhibit 2: Example Summary of Allocation of Evaluation Funds

Evaluation Activity and Brief Description	Total Cost
Staff: One 50% Research Coordinator; One Full Time Research Assistant	
Travel: Hotel and car rental for 10 site visits	
Materials: 30 tablets for data collection; WAI surveys	
Incentives or Participant Reimbursements: Gift cards, books for children, lunch for program staff	
Other: Office space rental; stipend for research assistant tuition	
Total Evaluation Budget	

III. Evaluation Results

This section should provide information about the results generated from the grant evaluation efforts. Results should be presented for each evaluation question. All results should be accompanied by necessary descriptive and inferential statistics, any relevant data tables or graphs and levels of significance. **Note: If the evaluation consists of multiple study components, information below should be repeated for each study component as appropriate.*

☐	**a. Present results for each evaluation question and/or hypothesis.** ▪ Ensure results are provided separately for each research question stated in the Evaluation Design section. ▪ Did you use appropriate analyses to answer your research questions? Provide descriptive and inferential statistics for all findings. ▪ Provide any relevant data tables or graphs and levels of significance. ▪ Ensure that the results are presented in a balanced and objective manner (i.e. include significant and non-significant findings, include negative, positive, and inconclusive results.) Indicate if results are triangulated using multiple sources, when possible (e.g., administrative, participant outcome data).
☐	**b. Describe the sample and relevant sample characteristics.** ▪ Is the sample size adequate to measure the research question? ▪ Include demographics and general characteristics of the sample. ▪ Describe the recruitment strategy and any potential sampling bias. ▪ How was the sample retained in the evaluation study? Describe any attrition.
☐	**b. Describe the control group (if applicable).** ▪ Describe how the control group was selected, recruited, and retained. ▪ Describe how you established baseline equivalence for key characteristics. ▪ Describe any problems in recruiting and retaining control group participants (for example, sample selection bias, attrition, costs in recruiting a control group, intervention spillover or participant crossover). ▪ Describe impact on findings as a result of issues in recruitment of control group participants.
☐	**d. Provide detailed discussion and interpretation of findings.** ▪ Describe the results for each research question. What conclusions were drawn for each question? For example, were there changes in participants' knowledge, attitudes, or behaviors? Were there changes in staff knowledge or behaviors or improvements in program service delivery? ▪ What do the findings (both intended and unintended) mean to you and what factors contributed to the findings? ▪ Were the findings generalizable to the target population? Describe any contextual factors that could have impacted the generalizability of findings (e.g., urbanicity). ▪ What are some of the lessons learned from the findings (both intended and unintended)? ▪ Include any relevant data tables or graphs and levels of significance as applicable.

☐	**e. Discuss limitations of the findings.** ▪ Are there any important study limitations? For example, limitations due to sample size, reliability of data, language fluency, etc.? Or, were there any unexpected limitations? For example, participant attrition or lacking equivalency of comparison groups? ▪ Explain how limitations were addressed and/or minimized. For example, were efforts made to recruit additional participants or were covariates used in analysis to minimize lack of equivalency? ▪ Assess the relationship of each limitation to the overall findings and conclusions of your study. Describe if the limitations to the study resulted in alternative explanations for any findings. ▪ If appropriate, describe how these limitations could point to the need for further research.

IV. Evaluation Successes and Challenges

This section should provide information about the successes and challenges from conducting this evaluation.

☐	**a. Discuss strategies that facilitated implementation of the evaluation.** ▪ For example, was a participatory evaluation approach used to facilitate buy-in from LIAs? Was a utilization focused approach used where data was shared on a regular basis with the program to regularly inform program development and implementation? Were existing data collection efforts leveraged to be more time and cost effective?
☐	**b. Discuss the successes that resulted from the evaluation.** ▪ What were some of the major accomplishments and/or successes of the evaluation? This might include successes encountered in the implementation of the evaluation or successes identified as a result of evaluation findings. For example, was there a high response rate for data collection or high levels of retention among study participants? Was buy-in among implementing agencies and staff achieved? Do evaluation findings illustrate or inform a particular success? ▪ Did the process of carrying out the evaluation lead to any successes? For example, were state capacities for carrying out rigorous evaluations increased?
☐	**c. Discuss challenges encountered in conducting the evaluation.** ▪ Discuss specific challenges encountered while the evaluation. This includes challenges in carrying out the evaluation design as planned. For example, was it a challenge to carry out a randomized control trial or a challenge to identify a matched control group? Additional challenges might include challenges in recruiting target populations or retaining study participants. There may also be contextual challenges to note. For example, changes in staffing or difficulties and/or delays in obtaining IRB approval. ▪ Provide an explanation for how each challenge was addressed.
☐	**d. Discuss adherence to be proposed plan and note any deviations from the plan.** ▪ Consider whether there were any deviations from the approved evaluation plan. ▪ Was the evaluation design changed and/or modified in any way? ▪ Were there any changes to the proposed evaluation questions or changes to the proposed data collection instruments? ▪ Was the evaluation timeline altered in any way? ▪ Were there any deviations from the proposed analysis plan?

V. Conclusions, Implication of Findings, and Recommendations

Discuss the implications of the evaluation findings and the relevance of the findings to stakeholders and provide any recommendations based on the findings. Instead of repeating details on findings from section 3, you can reference findings in section 3 or tables in section 3 as necessary.

☐ ☐	**a. Discuss key evaluation findings.** **b. Discuss implications of findings discussed.** ▪ Describe key findings related to the community (if being addressed by evaluation) and implications of those findings. ▪ Describe key findings related to children and families (if being addressed by evaluation) and implications of those findings. ▪ Describe key findings related to the individual agencies and organizations involved (if being addressed by evaluation) and implications of those findings.
☐	**c. Present recommendations based on findings from the evaluation.** ▪ What should be done? What are the action implications of the findings? Only recommendations that follow from and are grounded in the data should be included. ▪ Include recommendations that are feasible, realistic, actionable, and tailored to intended users. How would you present your recommendations to program administrators, other social services agencies, and funders for implementation of and support for similar programs in the future, as well as recommendations for the general field?

VI. Plans for Dissemination of Evaluation Findings

In this section please describe with whom, how, and when the findings of this evaluation will be shared.

☐	**a. Provide a detailed plan for dissemination.** ▪ How and when will findings be shared within the organization and with local implementing agencies? ▪ How and when will findings be shared with external stakeholders including community and state partners, state legislatures, other grantees, etc.? ▪ Are there plans to publish in peer reviewed journals, through presentations at conferences, etc.?